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ABSTRACT

Recognizing the need for opportunities for children to interact meaningfully with older adults, this fastback discusses the organization and implementation of intergenerational programs in elementary and middle schools. It begins with a description of effective programs, focusing on the impact of two programs on students and older adults. The Tremont Nursing Care Center and Pine Grove Area Middle School collaboration incorporates student visits to the nursing home for holidays, social gatherings, and joint activities. The Marlborough Elementary School in Pennsylvania brings in senior citizens who volunteer to work with children during the school day. Both students and older adults have indicated that there are positive effects of these programs and that they look forward to joint activities. The second part of the publication describes steps in developing an intergenerational program, including site selection, insurance, finding and selecting volunteers, program orientation, ongoing participant contact, and maintaining the program. Documents useful in planning, developing, organizing, and maintaining an effective program are outlined, including a program planning guide, program information sheet, volunteer questionnaire, activity guide, activity record, activity evaluation, and program evaluation checklist. Included in the publication is a list of books about volunteering and intergenerational activities which is grouped by age or grade level. The publication concludes with a list of resource addresses. (KDFB)

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TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

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Intergenerational Education Programs

by
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Introduction

A class of first-graders is meeting a new friend. Their new friend is going to spend time with them every week while they are in school. This friend will help them with their class work, go with them on field trips, and teach them how to bake bread. Their friend is going to be giving many of them a new experience. These children will be spending time with a senior citizen.

Interactions between youngsters and older adults once were a part of everyday life. Children saw relatives of various ages at family gatherings, where bonds were established through informal interactions. Today, children's older relatives are less likely to live nearby, family lifestyles have changed, and children are less likely to interact with older family members on a regular basis.

Intergenerational programs in today's schools are helping to fill a need for interaction between children and older adults by providing opportunities for children and senior citizens to work together in a variety of settings. The Center for Intergenerational Learning at Temple University defines these programs in this way: "Intergenerational programs are planned, ongoing ac-

tivities between youth and elders that foster mutual growth and address community needs."

The purpose of this fastback is to provide information that will help readers who are interested in starting or participating in an intergenerational education program.

Intergenerational Programs that Work

Intergenerational programs take many forms and are given many names. There is a program to fit any educational need, from telephone contact to daily classroom interaction. The best way to get an overview of the many types of programs is to take a look at just a few of those currently in operation. Some programs originate within the public schools, but there also are many senior citizen groups that have developed programs for the school-age students of their community.

The American Association for Retired Persons (AARP) is involved in many programs in public schools. Their members serve as tutors, who not only assist with school work but also use the time to create a relationship full of attention and encouragement. Members also work in the schools as mentors, teachers' aides, and after-school club advisors. Senior citizens who are skilled in particular areas, such as woodworking, cooking, gardening, or painting, work as special project organizers. In the classroom the AARP volunteers read to or listen to elementary students read. Teachers assign senior citizens to projects that

will challenge a gifted student or give a withdrawn student the chance to work in an atmosphere of security. Sharing professional experience and life experience taps the rich sources of knowledge that senior citizens can provide. Discussions of time periods can be done with the use of photographs, stories, and memorabilia brought by the senior citizen. For example, for a history lesson an Adopt-a-Grandfriend volunteer in Arlington, Texas, took students on a "globe tour" of European countries that he had visited.

Senior citizens can take part in such programs as the Talk to Me program, sponsored by the Retired Senior Volunteer Program (RSVP) of Madison, Wisconsin. Talk to Me is an after-school telephone contact made between students who are home alone and senior volunteers. Reassurance is provided and friendships are formed. A monthly social event allows the students and senior citizens to meet face-to-face.

Another RSVP program is a self-care skills training program for students who are at home alone for a part of the day. The students learn to be safe through demonstrations given by local police, firefighters, and health care providers. A flip side of this program is the Key Calls program, in which student members of the school's key club contact home-alone seniors during school hours. The call allows the students to check in on the seniors, and both can talk about their day. If the student is unable to contact a senior, then the local police will stop in at the senior's home.

In a multicultural endeavor 25 RSVP volunteers in Madison, Wisconsin, present 10 day-long folk art work-

shops for students. They explain various types of folk art and demonstrate arts and crafts skills; and then students and seniors work together to create artworks for the school.

In Buffalo, New York, Senior Motivators in Learning and Education Services (SMILES) sponsors a letter-writing activity between older adults and local school students.

Elders Share the Arts (ESTA) in Brooklyn, New York, has developed a creative drama program, in which elders prepare and present an oral history to youngsters. The storytelling revolves around journals produced by the elders that chronicle ethnic and cultural backgrounds.

Foster Grandparents has chapters throughout the country. Special education students work with senior citizens and, above all, receive individual attention.

Dade County, Florida, has developed an Intergenerational Advocacy program, in which students and senior citizens work together to make a better society for both groups. Students visit elders and learn about the problems that the elders are experiencing. Then the students work in groups to formulate solutions. Students and seniors now attend local government meetings together and are working together on community issues.

In other community-centered projects, students work with senior citizens in community gardens. Youth and Senior Outreach participants in many locations work on projects such as a community food bank or a health fair.

Senior citizens and students are getting together at the Tremont Health and Rehabilitation Center in

Tremont, Pennsylvania. In this program, students visit residents and participate in planned activities centered on holiday festivities or special presentations made by the young people. Students also read to residents or write letters for them.

These examples clearly show that academic objectives are just a part of the intergenerational education experience. Teachers who currently are participating in intergenerational projects report that their students' grades are improving, but so are their self-esteem and social behavior. Such teachers also report that students involved with senior citizens in the classroom are absent less often and spend more time on task than they did before such involvement.

Teachers and parents see other benefits from intergenerational interactions: Students show a better understanding of the aging process, they are more comfortable with older people, and they are more respectful in their attitudes toward others in their daily lives.

After looking at the variety of programs already in use, it is easy to see that any number of objectives can be met through intergenerational interactions. Therefore, a key to success often means keeping intergenerational education programs flexible. Each school district and community can develop and carry out a program that fits its own needs.

Following are two examples. The first is a program in which students visit a residential care center for the elderly. The second is an in-school program at an elementary school.

Tremont Nursing Care Center and Pine Grove Area Middle School

Not long ago, I met with some of the residents of the Tremont Nursing Care Center in Tremont, Pennsylvania, who are involved in an intergenerational program with students from the nearby Pine Grove Area Middle School. Students from the middle school visit the residents twice a month. During these visits the students decorate the center for holidays, serve refreshments at social gatherings, read to residents, and write letters for them. Sometimes, the students are able to visit with the residents just to chat.

Faculty sponsors set up this program, in part, in an effort to break stereotypes held by members of both groups. The students volunteer to visit during school hours and are transported by a school van. Activities are planned by the center's activity coordinators. The teacher with whom I spoke said that the students are chosen to participate not by academic performance but because of their ability to give something special to the residents they visit.

When I visited with the residents, I asked them what they do when the students are there to see them. I heard a lot about how much they look forward to seeing the children and seeing the things the children have made for them. All of the residents enjoy the time spent with the youngsters and enjoy seeing what today's children are like. One resident, for example, simply enjoys the fact that the students are inquisitive. When I spoke to a 92-year-old resident who had worked with children for

32 years, she was able to tell me the name of every student who had visited her since she came to live at the center. A favorite activity of all the residents was an especially pleasant ice cream party prepared and served by the students. All residents said that although they sometimes tire during the students' visits, they plan to continue to participate in the intergenerational program.

The activities directors at the center report that the residents are especially receptive to having conversations with the students. They advise that activities need to be geared toward the abilities of the residents and be of interest to both groups. Organization, these directors report, is the key to success. These suggestions and others are incorporated into the checklists and suggestions that are included later in this fastback.

I was interested to learn from a nurse at the center that the residents plan ahead for the student visits. The nurse said that the residents will schedule their medical or other appointments around the visits to be sure that they do not miss seeing their student. The staff also has noticed that residents who do not usually participate in extra activities will participate in the student visits. Indeed, residents often put away their bingo prizes so that they can give them to the students.

The nurse with whom I spoke said that these visits do not make any extra work for her. In fact, they make her job much easier. The residents are happier and have something to look forward to. Residents who are involved in the program think about their own problems less and focus on their visit with the students.

I also discovered that another nurse has brought her own children into the center since they were small. She says that her children enjoy the visits and show an understanding of growing older. Her children are respectful toward the residents and are accustomed to being with the elderly. One of the pleasant aspects of this association is that the residents keep up with the progress of her children. One resident, who has the same birthday as her daughter, dutifully reminds her each year that the special day is almost here.

During one of my visits to the center, I talked with a daughter of one of the residents. The daughter told me that her mother often spoke of the student visits and asked that she bring in a special treat for the child who visited her. On one occasion her mother asked for a pizza to share with the student. The resident's daughter said that she knew her mother enjoyed the visits when she was feeling well, but she also knew sometimes her mother was unable to participate. This is an important factor for intergenerational program planners to remember and one reason why flexibility is important.

I also talked to the students from the Pine Grove Area Middle School, who told me that they enjoy simply being with the residents. They admitted that the beginning was hard; but once they got to know the residents, they felt at ease during the visits. Several students commented that they have learned that older people should be respected. One student said that she has used this experience to examine a career in nursing. Another student said that she has learned a lot about the times in which the residents grew up.

When asked what they would tell other students who are interested in participating in an intergenerational program, one student replied that, though it can be work, it is worth it. Another student said that she believed that she and her fellow students were giving a little joy to the residents, especially the ones who do not get other visitors. All of the participating students said that they would continue to be involved with intergenerational programs whenever they had the opportunity.

Marlborough Elementary School

In order to understand the workings of an in-school program, I visited Marlborough Elementary School in the Upper Perkiomen School District in Green Lane, Pennsylvania. The intergenerational program at Marlborough brings in senior citizens who volunteer to work with the students during the school day. These senior citizens come to the school on a regular schedule. They work in all grade levels and in the Instructional Support Intervention program. Teachers plan activities for their volunteer that involve working with individual students and assisting in group activities.

All of the teachers who work with the senior volunteers are very happy with the program. They said that the gains made by the students made any extra work or time spent planning well worth the effort. The teachers also said that they plan to continue their participation in the intergenerational program.

The students receive a lot of individual attention. Teachers spoke of a special bond that has developed be-

A senior citizen volunteer works on math skills with a student at the Marlborough Elementary School.

tween the volunteers and the students. In some cases the teachers felt that the students worked hard to please the volunteers and in the process gained more self-confidence. The students have planned birthday parties for volunteers and named their volunteer tutor as their special person on a Celebration of Special People Day held at the school.

The volunteers were introduced to the program in a variety of ways. Some volunteers learned of the program through the school itself and others read about the program in community bulletins. All of the volunteers spoke of their pleasure in working with the students.

The senior citizens explained that their greatest reward was seeing the progress made by the students. One volunteer said that her involvement gave her a reason to get up in the morning and was a gratifying way to spend her retirement time.

The program at Marlborough started small with five volunteers. The coordinators felt that this was the best way to start off — to establish a successful program before expanding. They plan to add more volunteers each year.

In their evaluation of the program, all parties agreed that clear communication between the volunteers and the teachers is very important. They also said that it is important to tell the volunteers how much they are appreciated. Although the volunteers claimed that gratitude from the teachers was not the reason they were there — indeed, they really did not want a fuss made over them — they appreciated the acknowledgment of their service.

Developing an Intergenerational Program

The first step to take when considering an intergenerational program is to look at the goals to be accomplished. What are the learning goals? the interpersonal goals? And how can volunteers working with students in the school setting accomplish these goals?

A simple objective might be for the volunteer to help one or more students learn vocabulary by reviewing assigned words. Or a volunteer might be asked to develop and present a special interest program.

Volunteers working in other organizations outside the school also can fulfill many needs and provide enrichment in many areas. For example, a 4-H volunteer can instruct students on animal care. A YMCA volunteer can help with an aquatics program. A community center might provide after-school tutoring in English for students whose command of the language is limited. These are all situations in which volunteers can share their special talents.

School and community leaders who are interested in intergenerational education can find out about school and community needs — and opportunities — by contacting community agencies, asking school staff members to think about their students' unmet needs, and attending local government meetings. Once the initial goals have been decided, leaders can involve students and volunteers in shaping specific objectives and focusing the program.

Site Selection

Program logistics are important considerations. Where should the intergenerational program be housed? Will a resource or meeting area be needed, or will volunteers be dispersed throughout the school? And how will the program's logistical needs be funded? If the program is school-based, there may be an activities fund available for its use. If a service group is participating, they may wish to provide funding. If independent groups are working on the project, project leaders may need to contact local agencies and civic clubs that may be willing to act as sponsors. Local businesses also may be asked to donate supplies.

Sometimes, a local business or community agency can provide meeting or resource space outside the school setting. By letting people know that the program will make a valuable contribution to the education of the community's young people, program leaders and organizers can generate considerable support from many sources.

Any good public library can supply resource information to investigate funding sources, such as special grants from charitable foundations and nonprofit agencies, for example, United Way. Publicly acknowledging any support that is received is a good way not only to let the public know about the program but also to generate support from other groups and individuals who want to "get in on the act."

Insurance

Another finance-related concern is insurance. Schools and childcare facilities usually maintain an umbrella of accident insurance coverage that also will include the volunteers should someone be injured during an approved program activity. Program leaders should ascertain whether the volunteers will be covered by the school or childcare facility's policy, or whether they should check with their personal insurance provider regarding coverage.

The same is true regarding liability insurance. The Corporation for National and Community Services (CNCS) and the National Senior Service Cooperative (NSSC) both sponsor insurance programs that might be useful to consider in planning for an intergenerational program. Their addresses are listed in the Resources section.

Related to the question of liability insurance, volunteer leaders should stress to volunteers that all students who will be leaving the school building for a program activity must present a permission slip signed by a par-

ent or guardian. This permission slip usually can be the same as the one used for school-sponsored field trips (listing the dates, times, destination, activities, and transportation plans). Again, many school districts carry liability insurance that also may extend coverage to students and volunteers when they are off the school site and participating in the intergenerational program. Program organizers would be well-advised to check on the institution's coverage in advance of such activities.

Finding Volunteers

The initial goals are necessary to recruit volunteers. These goals should detail specific activities in which volunteers and students will be expected to engage. Therefore, developing a written "job description" will be invaluable. This description will make clear the role of the volunteer and the extent of his or her commitment to the program.

Intergenerational program organizers who are school people will need to work on recruiting older volunteers. This may involve contacting organizations that already involve senior citizens, such as churches, senior citizen housing complexes, or other groups for older adults. Posting announcements that volunteers are being sought on bulletin boards at the YMCA/YWCA, the Social Security office, in grocery stores, and in apartment complex newsletters and other no-cost locations can be helpful. The local radio or television station may permit a community service announcement. The National Retired Teachers Association also may be approached to advertise the program in their newsletters.

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Schools also can provide opportunities for potential volunteers to get to know the school. For example, the Western Center for Technical Studies in Limerick, Pennsylvania, offers a day when senior citizens can come into the school and have their blood pressure checked by a health care student or get a manicure, facial, or hair cut in the cosmetology classrooms. The senior citizens even have the opportunity to have an automobile technology student do minor repairs to their cars. Other schools offer a hot lunch to senior citizens on a monthly basis. These types of programs open lines of communication, provide services to the older population, and can spark an interest in volunteer work. Later on, word of mouth is a great way to expand the volunteer log.

On the other hand, program organizers who represent senior citizens who would like to volunteer will need to seek out a student population with which to work by contacting local school officials or other organizations that serve youth. Such organizations can include the YMCA/YWCA, Boys' and Girls' Clubs, Boy Scouts and Girl Scouts, churches, and so on. Youth sports groups also welcome volunteer help in many cases.

Choosing Volunteers

Actual volunteer service should be preceded by an interview. The interview should help to clarify the volunteer's role and can be used to discourage unsuitable volunteers. Following are useful questions to ask during the interview.

A student at Marlborough Elementary School practices telling time with the help of a volunteer in the school's intergenerational program.

- What special talents can you share with students?
- What kinds of activities would you like to do?
- How much time can you volunteer?
- Do you prefer to work with a certain age group?
- Would you like to work with disabled or special needs students?
- Do you have any physical limitations?
- Do you have transportation?
- Will you agree to a background check?

Other questions can be tailored to the specific goals of the intergenerational program. Along with standard contact information (name, address, phone, best times to call, etc.), the responses to these questions should be filed for future reference. As the volunteer program changes or grows, reviewing these responses may yield new volunteers for new responsibilities.

Getting Started

For all kinds of intergenerational programs, students, staff, and volunteers should be provided with a solid program orientation. Each of these component groups needs to have a full understanding of its role and the roles of the others. In the course of this orientation, the students should be introduced to the activities in which they will be involved. The volunteers should be supplied with a written description of the program, and the orientation should include a review of that description with opportunities for the volunteers (and other participants) to obtain answers to any questions they may have.

Following are some of the basic pieces of information that volunteers will need:

- Program rules and guidelines.
- Dates, days, and hours of participation.
- Location.
- Times and places of transportation (if provided).
- Meals that will be provided.
- Room locations, including lounge areas, restrooms, and so on.

- Program contacts — in other words, to whom to report, whom to call if unable to participate, whom to contact in an emergency.
- Training arrangements.
- Volunteer insurance (if provided).
- Overall assignment information — basic duties and responsibilities.

After the volunteers fully understand what they will be doing, the orientation should proceed to a tour of the facility in which they will be working. Volunteers should be introduced to people with whom they will be directly working and to the building administrators and other key personnel, such as secretaries from whom they may receive or request materials, custodians, librarians, and others. After the formal orientation, an effective way to launch a program is to hold an informal get-together for all of the people involved so that there will be familiar faces on the first day of actual program work.

Staying in Touch

After the program is started, it is necessary to keep in close touch with all of the participants. Program leaders should ask for feedback on activities that are going well and problems or concerns. Students may be asked to keep a journal of their experiences. And it is beneficial to set up regular meetings with students, staff, and volunteers — individually and collectively — to discuss the program and how it is working. When problems or concerns arise, the sooner they are addressed, the better.

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One key aspect of staying in touch is letting participants know that their comments and suggestions are welcome and, indeed, necessary to the program's success. Students, teachers, and volunteers all may provide new ideas that will make the intergenerational experiences more interesting and meaningful for everyone. As the program progresses, adjustments may be needed. Thus ongoing evaluation and good communication make for a successful program.

Keeping the Program Going

As the intergenerational program continues to operate, it is important to keep interest high. A good way to do this is with the use of the same attention grabbers that helped to draw in the initial volunteers. Pictures in newspapers and newsletters showing events and activities will spur new interest. Ads that thank volunteers for their work on projects will be a boost to those already involved and may generate a new group of volunteers.

It is important for volunteers and participants to feel appreciated. Often volunteers will say that the experience itself is reward enough, but formal recognition also helps to keep program quality and enthusiasm high. Such recognition need not be extravagant. A thank-you certificate or a cake on a special day says, "We appreciate you."

Creating Program Documents

Careful organization is important in establishing and maintaining a successful intergenerational program. Following are specific documents that will be highly useful in the planning, development, organization, and maintenance of an effective program:

1. A *program planning guide* is the first step in setting up an intergenerational program. This document should set down the basic goals and the initial objectives of the program. As stated early in the previous section, this information provides the basic framework of the program and serves as a starting point for recruiting volunteers.

2. A *program information sheet*, as described in the previous section on orientation ("Getting Started"), provides details about responsibilities, work locations, and so on. This sheet may serve double duty if used prior to asking the volunteer to complete the volunteer questionnaire.

3. A *volunteer questionnaire* should be developed to solicit background information from potential volunteers.

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This information was described in the previous section ("Choosing Volunteers"). Typically, this document is used to screen volunteer candidates for subsequent interviews. But the questionnaire also may serve to alert potential volunteers to the nature of the work and thus discourage would-be volunteers who are unsuited to the program.

4. An *activity guide* can be used much like a lesson plan. Initially, this guide can be prepared by the program leader in order to direct the work of the volunteers. Later, as volunteers become more experienced in the program, they may be asked to develop their own activity guides. Similarly, a teacher may prepare an activity guide if he or she desires the volunteer to take on a specific task.

To be most useful, an activity guide should include the following details:

- a statement of purpose, or the goal of the activity;
- a description of the activity;
- a description of the individual or group for whom the activity is intended;
- the materials and supplies needed to do the activity; and
- how the activity will be judged to be successful.

5. An *activity record* often can be designed as a checklist. Various types of checklists can be used simply to document activities or to evaluate the program.

A simple list of program activities undertaken can serve as an initial evaluation to be sure that the intergenerational program is on track. Typically this type of

record notes the name(s) of volunteer(s), the student(s) or group(s) participating, and a description of activities.

Another type of activity record may be constructed as a checklist of characteristics detailing a specific activity. This latter form may be used by an observer to evaluate whether certain activities were completed successfully.

At the Marlborough Elementary School, this volunteer meets with students each week to practice a variety of skills.

6. An *activity evaluation* completed by the volunteer also is helpful. For example, following an activity, the volunteer might respond to the following questions:

- Was the activity completed successfully? If not, what problems were encountered?
- Were the needed materials ready for use?
- Was sufficient time allotted to complete the activity?
- Was the work space appropriate for the activity?
- Did the students do what was expected of them?

Any question that receives a "no" answer should prompt the volunteer to explain the problem and suggest possible solutions for the future. Volunteers also should be asked to suggest ideas for improving the activity or for other activities that might be related.

Similar student evaluations of intergenerational activities also are important indicators of program success and can lead to program improvement.

7. An overall *program evaluation checklist* should be designed for use at the end of the program or, if the program is ongoing, at the end of a pre-designated period, such as a semester or school year. This is the program leaders' tool for assessing program strengths and weaknesses and for reshaping the intergenerational program accordingly.

Following are some suggested questions that might be included on a program evaluation checklist:

- Have the groups worked together according to the planned schedule?
- Has this program met its educational objectives?

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- Is the meeting place appropriate or is a different facility needed?
- Have the transportation arrangements worked?
- Are the students participating in an acceptable manner?
- Should these students continue to participate or should the activity be made available to different students?
- Are the volunteers doing the activities assigned to them?
- Should the volunteers continue to participate in this activity?

As in other checklists, the "no" responses should provoke further reflection on potential changes that can enhance the success of the intergenerational program.

At the end of the evaluation period, or at the end of the program, it will be helpful in planning future activities and programs for the leader to describe the most successful elements of the program and to describe any major problems. The program evaluation also provides a framework for including suggestions and observations from all participants.

Book Lists

Books about volunteering and intergenerational activities can be helpful models for students, school personnel, parents, and senior citizen volunteers. Following are five lists, grouped by age/grade level.

Preschool

The Two of Them, by Aliki. New York: Mulberry Books, 1987.

A story about the relationship of a grandfather and his granddaughter from her birth to his death.

Special Friends, by Terry Berger. New York: J. Messner, 1979.

A girl tells of her rewarding and enjoyable visits with her elderly neighbor.

Grandmother and I, by Helen E. Buckley. New York: Lothrop, Lee, and Shepard, 1994.

A child learns that Grandma's lap is the place to be when lightning strikes or the cat is missing.

My Grandma Is Wonderful, by Nick Butterworth. Cambridge, Mass.: Candlewick Press, 1991.

Grandma can do wonderful things, such as buy the biggest ice cream cone, and she always has exactly what you need in her pocketbook.

The Artificial Grandma, by Judy Delton. New York: Dell, 1990.

The Doyle children spend August with a senior citizen that their mom invites into their home.

My Grandma's in a Nursing Home, by Judy Delton. Morton Grove, Ill.: A. Whitman, 1986.

Jason hates his first visit to see his grandmother in a nursing home; but as he returns, he finds that his visits make a difference to his grandmother and the other patients.

The Patchwork Quilt, by Valerie Flournoy. New York: Dial Books, 1952.

Using scraps of family clothing, Tanya helps her grandmother and mother make a quilt that tells of her family's life.

Mowing, by Jessie Haas. New York: Greenwillow Books, 1994.

Nora helps Grandfather mow the field.

Thaddeus, by Alison Herzig. Boston: Little, Brown, 1984.

Great-great Uncle Thaddeus makes his namesake's seventh birthday celebration very special.

My Grammy, by Marsha Kibby. Minneapolis: Carolrhoda Books, 1988.

Eight-year-old Amy, who shares her room with her grandmother, learns to give her grandmother the patience she needs as Alzheimer's disease develops.

Mrs. Katz and Tush, by Patricia Polacco. New York: Bantam Books, 1992.

A friendship develops between a young African-American girl and a lonely Jewish widow.

Elementary School

Song and Dance Man, by Karen Ackerman. New York: Random House, 1951.

Grandpa shows his grandchildren some of the songs, dances, and jokes he performed as a vaudeville entertainer.

The Memory Box, by Mary Bahr. Morton Grove, Ill.: A. Whitman, 1992.

When Grandpa realizes he has Alzheimer's disease, he starts a memory box with Zach to keep memories of all the times they have shared.

Once Upon a Time and Grandma, by Lenore Blegvad. New York: Maxwell Macmillan International, 1993.

Grandma shows the grandchildren the apartment where she lived and tells them what she did when she was a young girl.

The Grandpa Days, by Joan W. Blos. New York: Simon and Schuster, 1989.

Philip comes up with a project for him and his grandpa to work on during their week together.

Grandfather and I, by Helen E. Buckley. New York: Lothrop, Lee, and Shepard, 1994.

A child considers how his grandfather is the perfect person with whom to spend time because he is never in a hurry.

Papa Lucky's Shadow, by Niki Daly. New York: Maxwell Macmillan International, 1992.

With his granddaughter's help, Papa Lucky takes his love of dancing into the street and makes some extra money.

Aki and the Fox, by Akiko Hayashi. New York: Doubleday, 1991.

Aki and her fox make a journey to Grandma's house so that she can mend Kon's arm.

Grandfather's Lovesong, by Reeve Lindberg. New York: Viking, 1993.

This book is a poetic description of the love between a boy and his grandfather using metaphors of nature throughout the seasons.

Lucky Morning, by Sally Noll. New York: Greenwillow Books, 1994.

While on vacation in the mountains of Montana, a young girl and her grandfather share a special morning.

Chicken Sunday, by Patricia Polacco. New York: Putnam and Grosset, 1992.

Winston and Stewart spend many good times with their Gramma. With the help of their friend Patricia, they come up with a way to earn money to buy Gramma an Easter bonnet.

The Keeping Quilt, by Patricia Polacco. New York: Simon and Schuster, 1988.

A Russian family moves to America. The family uses their native clothing to make a quilt to remind their family of their former country.

Dragon Kite of the Autumn Moon, by Valerie Reddix. New York: Lothrop, Lee, and Shepard, 1991.

When Grandfather is sick, Tad-Tin flies his special dragon kite to take away their troubles.

At Grammy's House, by Eve Rice. New York: Greenwillow Books, 1990.

A brother and sister spend a wonderful day at Grammy's farm.

Brr! by James Stevenson. New York: Greenwillow Books, 1991.

When Maryann and Louie complain about the cold and snow, Grandpa tells them about the winter of 1908.

Middle School

The House of Wings, by Betsy C. Byars. New York: Puffin Books, 1982.

Left with his grandfather until his parents are settled in their new home, Sammy learns to respect and love the old man as they care for an injured crane.

William and the Good Old Days, by Eloise Greenfield. New York: HarperCollins 1993.

A little boy remembers his grandmother before she became ill, and during her long recovery tries to imagine how things will be when she comes home.

Speaking of Snapdragons, by Sheila Hayes. New York: Lodestar Books, 1982.

While on her own during the summer, Heather, who is eleven, forms a friendship with an old, reclusive man who spends his days tending his garden.

Shanny on Her Own, by Lael Littke. Orlando, Fla.: Harcourt Brace Jovanovich, 1985.

Fifteen-year-old Shannon learns a great deal about herself and life while spending the summer in the country with an elderly aunt.

See You Later, Crocodile, by Georgess McHargue. New York: Delacorte Press, 1988.

When she befriends Aunt Aggie, 13-year-old Johanna learns about the difficulties of old age and maintaining a friendship with an opinionated old lady.

Thirteen Going on Seven, by Marilyn Sachs. New York: Dutton Children's Books, 1993.

Thirteen-year-old Dezzey finds comfort in her grandfather and a new friend after the death of her grandmother.

Grandfather's Journey, by Allen Sey. Boston: Houghton Mifflin, 1993.

A Japanese American recounts his grandfather's journey to America, which he later also undertakes.

High School

"Open Winter," by H.L. Davis. In *Short Story Masterpieces*, edited by Albert Erskine and Robert Penn Warren. New York: Dell, 1954.

Mrs. Washington and Horowitz Too, by Henry Denker. New York: Morrow, 1993.

The Exiles, by Hilary McKay. New York: Maxwell Macmillan International, 1991.

"A Visit of Charity," by Eudora Welty. In *Literature and Aging: An Anthology*, edited by Martin Kohn, Carol Donley, and Delese Wear. Kent, Ohio: Kent State University Press, 1992. (Also suitable for adults.)

"A Worn Path," by Eudora Welty. In *Literature and Aging: An Anthology*, edited by Martin Kohn, Carol Donley, and Delese Wear. Kent, Ohio: Kent State University Press, 1992. (Also suitable for adults.)

Adult Reading

"After the Denim," by Raymond Carver. in *Full Measure: Modern Short Stories on Aging*, edited by Dorothy Sennett. St. Paul, Minn.: Graywolf Press, 1988.

"Broken Homes," by William Trevor. In *Lovers of Their Time and Other Stories*. New York: Viking, 1979.

Intergenerational Stories for Children and Youth: A Selected, Annotated Bibliography, 1980-1988, edited by Janet O. Wilson. Pittsburgh, Pa.: Generations Together, 1988. (May be ordered from Generations Together; address in Resource Addresses section that follows.)

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Resource Addresses

The following organizations can provide additional information about volunteer activities and opportunities.

AIM (Association Insurance Management)
216 South Peyton Street
Alexandria, VA 22314-2892
(703) 739-9300
1-800-468-4200

Brookdale Center on Aging
425 E. 25th Street
New York, NY 10010
(212) 481-4350

Center for Intergenerational Learning
Temple University (083-40)
1601 North Broad Street
Philadelphia, PA 19122

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Dade County Public Schools
School Volunteers/Dade Partners
1450 N.E. 2nd Avenue
Miami, FL 33132
(305) 995-1215

Foster Grandparent Program
American Red Cross
P.O. Box 1769
Pittsburgh, PA 15230
(412) 263-3100

Generations Together
University Center for Social and Urban Research
University of Pittsburgh
121 University Place, Suite 300
Pittsburgh, PA 15260-5907
(412) 648-7150
FAX (412) 624-4810

Generations United c/o CWLA
440 First Street, NW, Suite 310
Washington, DC 20001-2085
(202) 638-2952
FAX (202) 683-4004

National Clearinghouse on Intergenerational Programs and Issues
Retired Senior Volunteer Program (RSVP), Dane County
517 North Segeo Road, Suite 210
Madison, WI 53705
(608) 238-7787

National Service-Learning Cooperative:
The K-12 Serve America Clearinghouse
University of Minnesota
Vocational and Technical Ed. Building
1954 Buford Ave., R-290
St. Paul, MN 55108
1-800-808-SERVE (7378)
(612) 625-6276
e-mail: serve@maroon.tc.umn.edu

State of Florida
Department of Elder Affairs
1317 Winewood Boulevard
Building 1, Room 317
Tallahassee, FL 32399-0700
(904) 922-5297
FAX (904) 922-6216

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Phi Delta Kappa Fastbacks

Two annual series, published each spring and fall, offer fastbacks on a wide range of educational topics. Each fastback is intended to be a focused, authoritative treatment of a topic of current interest to educators and other readers. Several hundred fastbacks have been published since the program began in 1972, many of which are still in print. Among the topics are:

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Censorship
Community Involvement
Computers
Curriculum
Decision Making
Dropout Prevention
Foreign Study
Gifted and Talented
Legal Issues
Mainstreaming
Multiculturalism
Nutrition
Parent Involvement
School Choice
School Safety
Special Education
Staff Development
Teacher Training
Teaching Methods
Urban Education
Values
Vocational Education
Writing

For a current listing of available fastbacks and other publications of the Educational Foundation, please contact Phi Delta Kappa, 408 N. Union, P.O. Box 789, Bloomington, IN 47402-0789, or (812) 339-1156.

Phi Delta Kappa Educational Foundation

The Phi Delta Kappa Educational Foundation was established on 13 October 1966 with the signing, by Dr. George H. Reavis, of the irrevocable trust agreement creating the Phi Delta Kappa Educational Foundation Trust.

George H. Reavis (1883-1970) entered the education profession after graduating from Warrensburg Missouri State Teachers College in 1906 and the University of Missouri in 1911. He went on to earn an M.A. and a Ph.D. at Columbia University. Dr. Reavis served as assistant superintendent of schools in Maryland and dean of the College of Arts and Sciences and the School of Education at the University of Pittsburgh. In 1929 he was appointed director of instruction for the Ohio State Department of Education. But it was as assistant superintendent for curriculum and instruction in the Cincinnati public schools (1939-48) that he rose to national prominence.

Dr. Reavis' dream for the Educational Foundation was to make it possible for seasoned educators to write and publish the wisdom they had acquired over a lifetime of professional activity. He wanted educators and the general public to "better understand (1) the nature of the educative process and (2) the relation of education to human welfare."

The Phi Delta Kappa fastbacks were begun in 1972. These publications, along with monographs and books on a wide range of topics related to education, are the realization of that dream.